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ABSTRACT

This newsletter is intended to promote the cause of bilingual-bicultural education. It contains a poem celebrating the birthday of Abraham Lincoln and articles on "Exploring Modern Bilingual Biology," "New Covers on the ESL Scene," "Bilingual-Bicultural Education: Background and Foreground," and "Field-Testing Favorites: Third-Grade Lesson for 'Naturaleza y Sociedad'." (SK)

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL*

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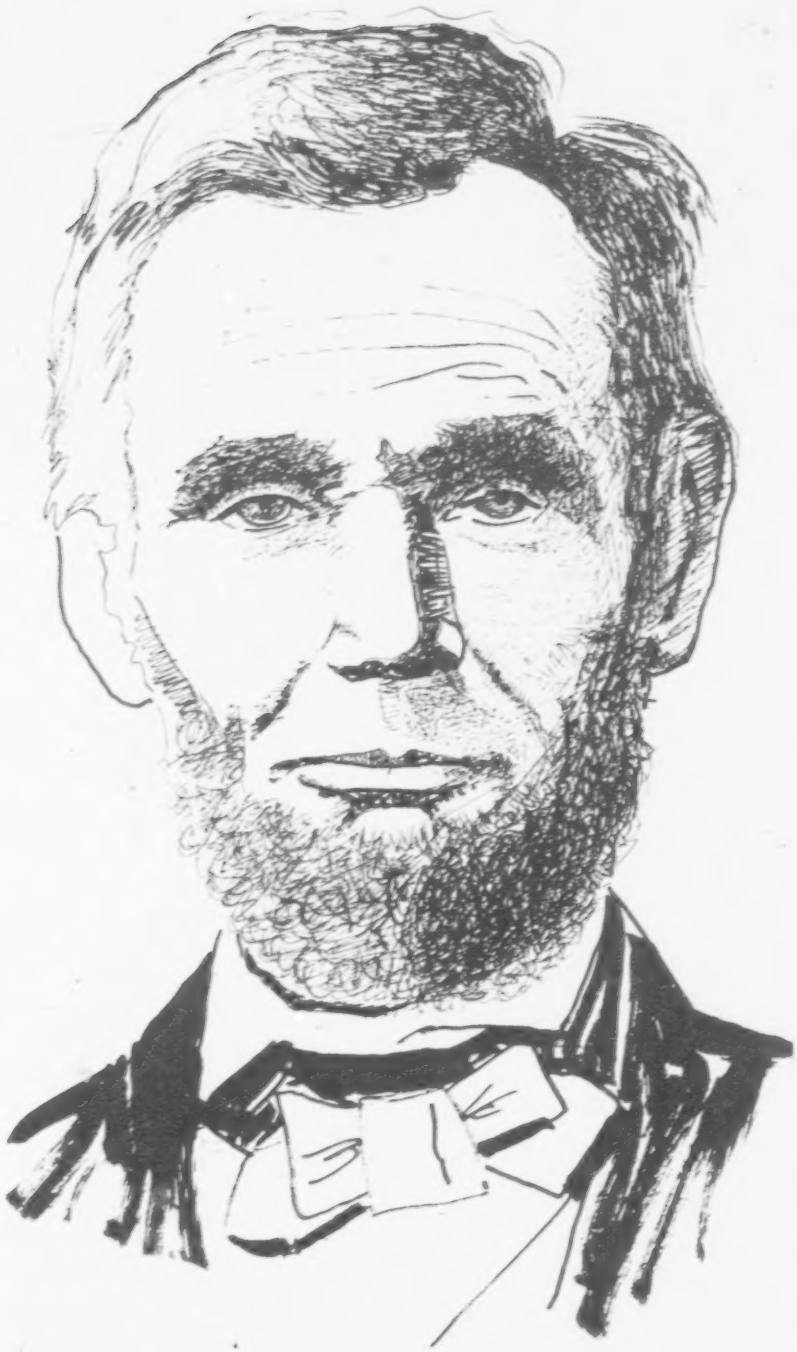

Lincoln

En el mes de febrero
En la choza de un obrero
Nació un hombre humilde
Que llegó a ser presidente.

Lincoln fué el nombre
De este gran hombre
Que una justa guerra dirigió
Y a los esclavos liberó.

Todo el mundo lo ha aclamado
Por ser igualidad el resultado
Su perfil ha sido recordado
En el humilde centavo.

Gloria Rodríguez

GLORIA RODRIGUEZ is a bilingual aide in Hacienda La Puente Unified School District, California, where she uses her own poetry to enrich the educational experiences of her upper elementary pupils. She posts the poems on the bulletin board, and individual children are encouraged to illustrate each verse.

Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL*

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About Our Authors

JO FRITSCHEL was born and brought up in Lemon Grove, California. Enrolling in the Convent of the Sacred Heart and the University of San Diego, she earned a Bachelor's degree with a major in History and minors in English, Philosophy, and Speech, and a General Secondary Credential, in 1965. Since her graduation she has studied ESL methods extensively. She has taught ESL, social studies, English, reading, speech, and drama at San Diego's Memorial Junior High School for seven-and-a-half years, and she says, "I hope to stay there for AT LEAST another seven-and-a-half! ...ESL and the kids in it are my real love." An elected member of the Faculty Senate, ESL Department Chairman, and a former ASB sponsor, she has served on various school committees. She is a Board member of the El Cajon Branch of the American Association of University Women and Treasurer of Sacred Heart Alumnae. Among her many hobbies are animals, crafts, gardening, gourmet cooking, interior decoration, and travel. "All in all," she summarizes, "I enjoy what I'm doing."

MERIDA GARCIA comments, "I have always been interested in working with the underprivileged because, having been an underprivileged Mexican-American while growing up, I know a lot of the children's problems and feel that I have a lot to offer them." Seven of her 10 years in the teaching profession have been given to work with minority groups; the other three, to the Region One Bilingual Program, Edinburg, Texas. She currently teaches a Lamar Elementary School third-grade class of Mexican-American children who come from a low socioeconomic level. She continues, "I work with my students in three groups. My classroom is divided into three areas, one for each group. One area is set up for group reading, activities, discussions, filmstrips, records, individual work, and whatever else may be needed. I use the children as little aides and little teachers. They love to do this; it gives them confidence. I use little tables arranged together to form long tables, desks, mats, and little chairs in my room; I have a portable chalkboard dividing the groups, and bookcases are also used."

GILBERT T. MARTINEZ was born in Redlands, California. One of his maternal ancestors was a member of the expedition from Tubac, Sonora, México, to San Gabriel Mission in Los Angeles in the 18th century, and his paternal ancestors settled in Riverside County as early as 1842. Educated at San José State College, where he earned a B.A. in Elementary Education and an M.A. in Elementary Administration, and at the University of Southern California, where he earned an Ed.D., he has been Coordinator and Director of five staff schools for Creole Petroleum Corporation, Tia-Juana, Zulia, Venezuela, and a consultant for the Bureau of Instructional Planning and Development of the California Department of Education. He is currently Bilingual-Bicultural Task Force Manager for the California Department of Education and Coordinator of the International Multilingual Multicultural Conference. He has written Mexican-Americans, a Hyphen in History and The Mexican-American, His Life Across Four Centuries (with Jane Edwards). A former professional baseball player, he is now a golfer whose handicap has been as low as five.

JOSEPH L. OLIVAS was born in Las Vegas, New Mexico, and lived in Santa Fe, New Mexico, until he was 16, when he moved to San Diego. Attending Mission Bay High School and California State University, San Diego, he was awarded a B.S. in 1963 with a major in Chemistry and a minor in Mathematics, and a General Secondary Credential in 1964. He was assigned courses in biology, chemistry, general mathematics, and algebra at a secondary school in the San Joaquín Valley for four years, after which he transferred to San Diego High School for four more years of teaching chemistry, math, and algebra, this time bilingually. He is a member of the Association of Mexican American Educators, Phi Delta Kappa, and San Diego Teachers Association. Married, with one daughter, he has traveled throughout Mexico by bus, car, plane, and train. His hobbies are photography and making lamps and lighting fixtures.

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International Conference Arranges 75 Small Group Workshop Sessions

Approximately 75 small group workshop sessions have been arranged for the First Annual International Multilingual Multicultural Conference at San Diego's Town & Country Convention Center April 2-5, 1973.

Monday, April 2, 1973

Ten workshops are on the agenda for Monday morning, April 2. Cecilia Preciado de Bruciaga will discuss "Civil Rights and Its Implications for Bilingual Education"; Bruce Gaarder, "Bilingual Education: a Sociological Movement"; Ramiro García, "Concurrent Teaching to Teach a Concept"; José Armas, "Community Involvement in Bilingual Education"; Morris Krear, "Goal Setting and Community Involvement"; Arthur Godoy and John Summerfield, "Intergroup Relations in the Community Setting"; Genis Meléndez and Sonia Rivera, "The Invitational Conference on Student Assessment in Bilingual Education"; Vera John, "Early Childhood and Bilingual Education"; Herminia Cantero, "The Miami Experience in Bilingual Education"; and Raul Vásquez, René Flores, Dan Luther, and Amalia Uribe, "Student Views of Bilingual Education from the University."

Twelve more workshops are on the agenda for Monday afternoon. Fernando Trejo Carrillo and José Rendón Monsón will discuss "Literacy and Bilingual Education in México"; Adele Nadeau, "A Bilingual Education Model, K-4"; Robert Baker, Ernest Azhocar, and Tony Sierra, "The District Approach to Bilingual Education"; Alberto Villareal and Arcadia López, "Multimedia Learning Systems and Bilingual Education"; Robert Aguilar, "Community Involvement in Bilingual Education"; Irma Castro, "The Relevancy of the Barrio School to Bilingual Education"; Fernando Trejo Carrillo, "Alfabetización y la Educación Bilingüe en México"; Philip Ortega, "Bilingual Education and Higher Education"; Bob Galván, "Right to Read"; Ray Fong, Wellington Chew, Michael Kittredge, Larry Lew, Arthur López, Esther Sato, and Doris Wong, "Asian-American Bilingual Methodological Concerns"; and Bernard Santana, "Teaching Spanish to the Speaker of Spanish."

Twenty-two On Monday, 25 More On Tuesday

Tuesday, April 3, 1973

Nine workshops are on the agenda for Tuesday morning, April 3. Orilla Rodríguez and Migdalia Romero de Ortiz will discuss "Puerto Rican History and Culture in Bilingual Education"; Alonso Perales, "The Middle School and Its Relation to Bilingual Education"; Benson Peña and a panel, topic to be determined; Paul Juárez, Rosalie de la Garza, Cecilia Carbajal, Alberto Cerda, Elia Carrión, and Frances Sparks, "Bilingual Education Needs Assessment and Community Involvement"; Al Ramírez, "Curriculum Development for Early Childhood Bilingual Education"; Josué Gonzáles, "C.A.N.B.B.E. and Bilingual Education"; Robert Aguilar, "Educators' Associations and Their Support of Bilingual

Education"; Delia Talamantez and a panel, "Community Involvement in Bilingual Education"; and John and Philip Lum, "Asian-English Language Programs: Some Wider Educational, Social, Political Ramifications."

Sixteen more workshops are on the agenda for Tuesday afternoon. Ralph Robinett and Mario Solís will discuss "Curriculum Development in Spanish"; René Núñez and a panel, "The Politics of Bilingual Education Within Chicano Studies"; Richard Baca and a panel, "Follow-up to 'Strategy for Change to a Pluralistic Society,' a Monday Lecture"; Ann Horn and the Calexico Estudiantina, "Forming a Student Cultural Music Group"; Victor Cruz Aedo, "Pioneering Bilingual Education in Texas"; Sister Frances Georgia Vicente, "Bilingual Education and Its Acceptance in Massachusetts"; Dan Alford, topic to be determined; David Ballesteros, "Teacher Training and Bilingual Education"; Gloria Becerra, "The Community Schools Concept and Its Relation to Bilingual Education"; Aarón Berman, "C.A.T.E.S.O.L. and C. F.L.T.A."; Gerald Viers, Janet Bryant, and Ben Lucero, topics to be determined; María Pay Váldez, "College Involvement in the Training of Bilingual Teachers"; Minerva Mendoza, "Bilingual Students in Alternative Schools"; and Alba Moesser, "The Bilingual Teacher and Teacher Training Methodology."

Ten On Wednesday Morning, 17 In Afternoon

Wednesday, April 4, 1973

Ten workshops are on the agenda for Wednesday morning, April 4. Edward Casavantes will discuss "Proof That It Is Non-Injurious to Be Mexican"; Eddie Hanson, "How Early Is Early Childhood?"; Eddie Thorn, "Bilingual Education in Secondary School"; Manuel Ramírez, "The Foundation of Bicultural Education: the Elementary Schools"; Jaime Enríquez and a panel, "Student Views of Bilingual Bicultural Education"; Toni Micotti and Ed Cabrera, "Preschool Preparation"; José Licano, "The Secondary School and Bilingual Education"; Rafael Fernández, "Material Resources to Aid in Bilingual Education"; Robert García and Carlos Truán, "State Legislation in Bilingual Education"; and Mary Lela Sherburne, "Funding Sources for Bilingual Education."

Seventeen more workshops are on the agenda for Wednesday afternoon. Newton Stewart will discuss a topic to be determined; Gonzalo Aguirre Beltrán, "Bilingualism for Mexican-Indian Schools in México"; Charles N. Herbert, Jr., "Development of Teaching Materials in Bilingual Education"; Carlos Legrette, "The Huelga and Its Relation to Bilingual Education"; Tomás Gonzáles, "Teacher and Community Training"; Mary Crawford, "Second Language in Teaching Preschool"; Ernesto García and Antonio Salamanca, "Bilingual Crosscultural Teaching Specialist Credential"; Rolando Mans, "Material Development for Teacher Training in Bilingual Education"; Alfredo Figueroa, "Community Schools and Bilingual Education"; Dan Martínez, "Teacher Credentialing"; Ray Rackley, "Bilingual Education in Guam, Alaska, and the Pacific Northwest"; Roberto Cruz and Eduardo Apodaca, "B.A.B.E.L.: a Multiethnic Approach"; Ed Tafoya, "Definition of Culture and Its Relation to Bilingual Education"; Irma Barreto, "Chicano Cultural Center, San Diego"; Isidro Lucas, "Multinational Spanish-Speaking Communities in the Midwest"; Mérida García, "Creative Writing in a Bilingual Setting"; and Marcelo Fernández, topic to be determined.

Conference attendees will not be admitted to workshops without validated tickets, which they will receive at registration.

Attendees will not be admitted without validated tickets.

Exploring Modern Bilingual Biology

By Joseph L. Olivas

In the science area one may see that the greatest need for Spanish language texts is in biology. This is due to the fact that most secondary school students will elect to take biology over chemistry or physics as a terminal science course. For these non-science-oriented students this means the course should include some basic chemistry, physics, and geology, as well as human physiology and ecology. For science majors the course should provide a good background for other science courses and advanced studies. It is desirable that the material be presented in a stimulating and activity-oriented fashion attractive to all students.

In the selection of suitable biology texts in Spanish two main criteria have been considered. The first is that the reading level be compatible with the abilities of the great majority of the students. This is a problem with the science texts now in use, both in English and Spanish. At least one company is aware of this, considering their latest editions. The second is that the book be visually attractive in format. This means that the book could be read by students for pleasure and entertainment as well as for increasing their knowledge.

Two textbooks surpass all others in the biology section of the MAP library. The first, Biología: Diversidad del Mundo Vivo y Sus Causas (México: Continental, 1971), was assembled by Consejo Nacional para la Enseñanza de Biología. This is a committee of scientists, teachers, and students similar to those that brought about Harvard Project Physics, Chem Study, or BSCS. They did an excellent job of producing a book that meets the criteria for a modern biology course.

Simple Vocabulary

This book has about 400 pages, and its price is $2.80. It is printed on high quality paper and has a plasticized soft binding. The print is large, clear, and easy-to-read. The vocabulary is simpler than most texts, but at the same time substantive in content. Scientific terminology is used and clearly explained but is not vital in grasping the main ideas. The photographs, diagrams, and drawings, most of them in color, are the best I've seen.

The book has two main sections. One deals with the diversity in the world of life. It includes units on protists, plants, animals, biotic communities, and the human body. The other main section is concerned with the origin of life and the continuity in the living world. It includes units on geology, genetic mechanisms, heredity, and evolution. Emphasis is given to the DNA molecular structure and the transmittance of genetic information.

In each unit are included laboratory exercises. These list the materials needed, the investigation to be conducted, and some pertinent questions leading towards a conclusion. There are a total of 32 such experiments in the book. The teacher's edition and an additional handbook of field and laboratory investigations are also available. The only possible difficulties may be in the coordination of materials and experiments in this text with those from the same course taught in English from another text. The

Two textbooks surpass all others in biology...

other book I am reviewing may be the answer if this problem exists.

Spanish Translation

This textbook, Biología: el Hombre y Su Ambiente (Cali, Colombia: Norma, 1969), is the Spanish translation of the BSCS green version of high school biology. It was assembled under the auspices of the Organization of American States and the National Science Foundation. The final product is the result of several revisions, mainly oriented toward the tropical climate found in Latin America. I may add that this is an asset and causes no conflict with the temperate climate orientation found in the English version text.

The paper quality is good, and the book is soft bound. The print is clear and easy-to-read but somewhat

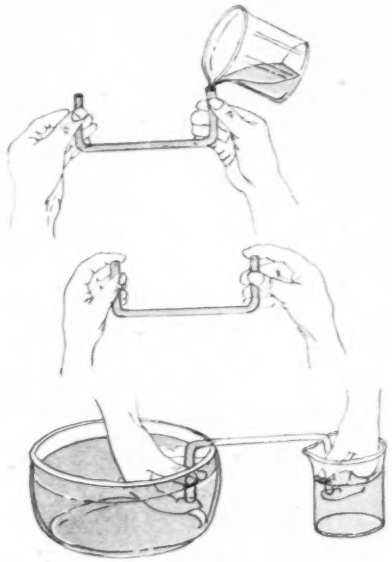
smaller than that in the other text. The vocabulary used is also quite easy and should present little problem to the average senior high school student. This text also has many excellent photographs, drawings, and diagrams, most of them black-and-white. There are 10 pages with color plates distributed throughout the book. It has about 350 pages and sells for $3.95.

There are three main sections in this book. The first is an overview of the biosphere: life and its relationship to the environment. It includes units on the thread of life, individuals and populations, and communities and ecosystems. The second is the diversity found in living things. Units on animals, plants, and protists are included. There is no special unit on human physiology or the human body, but similarities to other mammals are included. The third, titled "Patterns in the Biosphere," unifies some of the big biological concepts. Units include microscopic life patterns, terrestrial life patterns, aquatic life patterns, geologic life patterns, and geographic life patterns.

Laboratory Experiences

This text also includes laboratory experiences which list materials needed and procedure, leading to a conclusion according to the data obtained. There are 19 such experiments in the text. An appendix on laboratory procedure is included, together with an illustrated catalog of living things which lists the respective kingdoms, phyla, and so on and gives representative species of each.

This being a translated text, one can have Spanish-speaking students and their English-speaking counterparts coordinated in activities on a day-to-day basis



if the English language text is in use.

I may add that there is also available a Spanish translation of the book Biology by Smallwood and Green (México: Cultural, 1969). This text has a more difficult vocabulary than either of those described, but the English version is in use in many high schools.

As you can see, there is no one best textbook in biological science. There ARE choices available which will fill the needs of a particular group of Spanish-speaking students or situation. Hopefully this will aid in your search for such a suitable textbook for your students.

New Covers On The ESL Scene

By Jo Fritschel

Once upon a happy day I bumbled into MAP on the suggestion of a friend. "Fat chance," thought I, "of finding new, interesting, or even USEFUL books for English as a Second Language instruction in a BILINGUAL project center." What a surprised old lady I was when I emerged from the stacks an hour later with an armload of promising books! After sorting things out and introducing several selections to my beginning level students, I've formed some opinions which may be useful to others who are searching for new materials.

Happily, I examined five different sets of books. From those I selected the following as the most serviceable at the secondary (junior high) level: English Through Patterns (3 books, $1.68-$2.31) by Robert Ramsey (Barcelona: Teide, 1971); Inglés Idiomático (3 books, $1.92-$5.93) by Eugene Long and William Buckwald (México: Trillas, 1970); and Inglés Objetivo Moderno (3 books, $2.63 each) by Carmen Ochoa F. and Ma. Luisa Garduno (México: Porrúa, 1970).

I particularly liked working with English Through Patterns. It is a well-laid-out book with carefully planned exercises in each lesson, good print, and delightful drawings throughout books 1 and 2. Book 1 consists of 12 lessons, and book 2, parts I and II, complete the remaining 12 of the series. The structures covered range from "This is a book," to "They walked happily on the moon the day before yesterday." At first the books look complicated with their structural explanations, but just a few moments' work in them put me at ease with the graphic layout. Soon I was even appreciating the explanations and looking for them in the next lessons. The items found in the "Programmed Review Sections" in Spanish throughout the books can be analyzed and used as instructional objectives for each set of lessons.

A Book That "Clicked"

Though no ONE book is ever the answer to a teacher's dream, I do feel that English Through Patterns has much to offer for the beginning and part of the intermediate levels. I'm pleased that I had the chance to find the book because it "clicked." I think I would be comfortable using this series as a basic text because it is programmed to build on already learned knowledge. The progression to more difficult structures is slow enough to support the slower learner, while those with greater linguistic abilities will grasp it quickly and move on. My

students' reactions to the books were good.

Unlike English Through Patterns, both Inglés Idiomático and Inglés Objetivo Moderno use Spanish explanations and give much practice in translation. For this reason alone I would hesitate to use either of these books as a basic text. However, they are both quite good as supplements since their Spanish explanations of grammatical concepts are concise. Many students find these explanations helpful as reinforcement.

Inglés Idiomático is a series of three books, each encompassing at least 20 lessons. I don't feel these books are as well-presented as they might be, as the print is small and they look crowded. The pictures, lithotypes depicting America yesterday and today, lack teenage appeal. From a teacher's view the structures presented are not too well programmed, and several, such as "going to + the verb," seem belabored. However, as a supplement to a teacher-initiated lesson or for practice the book is most serviceable, even valuable.

Immediate Enjoyment

Inglés Objetivo Moderno is an interesting set of three books with colored drawings and many illustrations throughout. Anyone who picks it up immediately feels it is an enjoyable book. It seems to be well-programmed and carefully laid out. This set, and accompanying workbooks, have enough material in them to take a student through the advanced level of language learning. My daughter used this series in Mexico and has come away with good feelings about the texts. She commented, however, that the books must be accompanied by a competent, live teacher! The only drawback to these books is the poor grade of paper they're printed on. I seriously doubt they'd last more than a year under constant use. But I think it's worth the investment for the ideas the series offers the classroom teacher.

Isn't that the way of a teacher's life, though--it's worth the price of one copy of ANYTHING if it gives just one idea which makes it with a class or a few kids who need it! Thanks to MAP, local teachers have a ready-resource-bank of ideas close at hand. It is not necessary to purchase book after book to see if their ideas work. We can examine and try before purchasing!

...it's worth the price of one copy of ANYTHING if it gives just one idea which makes it...

Bilingual-Bicultural Education: Background And Foreground

By Gilbert T. Martínez

ED. NOTE: On February 26, 1973, Joint Field Hearings on Bilingual Education and Manpower Programs were held at Lincoln High School in East Los Angeles by the U.S. Senate Subcommittee on Education, Honorable Clairborne Pell, Chairman; the Special Committee on Human Resources, Honorable Alan Cranston, Chairman; and the Committee on Labor and Public Welfare. As a result of these hearings Senator Cranston has stated his intention to introduce legislation for additional federal funds for bilingual education. The following remarks are part of a report on bilingual education presented by Dr. Martínez at the hearings.

Bilingual-bicultural education is a process which uses a pupil's primary language as the principal source of instruction while at the same time systematically and sequentially teaching him the language of the predominant culture. This teaching process provides a cultural environment within which pupils can foster their cultural heritage as well as enrich their cognitive and verbal processes. The purpose of such bicultural environment is to make the pupil bilingual through conceptualizing in the language best known to him and to become a bilingual-bicultural citizen by means of this approach.

Proficiency in the child's natural language is essential for true bilingual-bicultural education and should be sought wherever possible during the child's sensitive language period, namely, from the beginning of his school experience. This is not a new philosophy, but rather an old philosophy experiencing a renaissance. This philosophy of education implemented through a bilingual-bicultural approach can bring about a new spirit of humanism so richly desired by cultured man regardless of color, creed, or nationality.

A fundamental tenet of bilingual education is that a person living in a society whose language and culture differ from his own must be equipped to participate with his language and his culture in that society. It should not be necessary for him to sacrifice his rich language and culture to achieve such participation. Rather, we should use his culture, language skills, and thought processes to improve intellectual behavior of his primary language while at the same time systematically developing the English language. From this posture it becomes evident that language and culture are inseparable.

Bilingual-bicultural education involves the use of two languages, one of which is English, in the instructional process within a bicultural curriculum to develop as fully as possible a person's capabilities of cognitive growth. Or, as the Department of Health, Education, and Welfare states in its Manual for Project Applicants and Grantees (April 1971), "Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of this history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures."

Bilingual-bicultural education is, therefore, much more than a technique of instruction. It encompasses the education of the whole person. It is, in fact, a modern philosophy of education.

What Problems Can Bilingual-Bicultural Education Solve?

Since every definition of the goals of bilingual-bicultural education contains reference to developing the language in which majority society conducts every aspect of public life, English becomes crucially a necessary tool. For children whose mother tongue is other than English such training is even more necessary.

One of the greatest problems facing the linguistically and culturally different in this country is the fact that education has been only for the English-speaking person. The non-English-speaker in this country has always been "free to better himself" by becoming educated in the Anglo-American culture, simultaneously depreciating or forfeiting his own cultural heritages.

Essentially bilingual-bicultural education implies the acceptance of the culturally pluralistic nature of the American society and the role of cultural plurality as a positive factor in education. Bilingual-bicultural instruction provides linguistically and culturally different students with an early opportunity to experience academic success in a familiar language. Thus cultural, racial, and linguistic difference must not be viewed as negative components to be temporarily tolerated but must be publicly recognized as an integral and positive part of American society.

Succinctly stated, bilingual education must be infused into the educational system wherever there are enough identified limited and non-English speakers in a given school district.

Assumptions

The assumptions on which bilingual education rests are the following:

1. That cognitive development is dependent on language as a vehicle of instruction. As a consequence, where English is the only language of instruction and where the child does not speak English well, then cognitive development is hindered.
2. In the development of an individual's personality self-worth, self-reliance, and personal confidence are indispensable qualities for personal growth. The research of such psychologists as Maslow, May, and Moustakas affirms this. Bilingual education means affirming the worth of the child by respecting his language and his cultural origin and making these elements part of the regular instructional process.

These notions were alluded to in remarks made by President Lyndon Johnson when he signed the Bilingual Education Act into law:

"What this law means is that we are now giving every child in America a better chance to touch his outermost limits --to reach the farthest edge of his talents and his dreams. We have begun a campaign to unlock the full potential of every boy and girl--regardless of his race or his religion or his father's income."

Empirical Bases

Statewide programs must be established on empirical bases which can meet the demands of critical analysis. In addition, for a state education agency to direct its attention to certain educational needs they must be sufficiently widespread to warrant such attention.

Research indicates that where language skills are poorly developed, school environment is impaired. Where there is a serious lack of oral language skills (Education is an oral enterprise.), obviously cognitive development is severely hindered. Bilingual children, and monolinguals in a language other than English, find themselves somewhere on this continuum because their mother language is not part of public school instruction. As the California Early Childhood Education Program proposal states:

"The development of language is the foundation upon which all learning takes place. It is the base that allows for communication with others, which is essential in education. A child who fails to acquire linguistic competence will be impaired in both comprehension and performance."

Language, then, as a medium vehicle or tool for the development of ideas and intellectual skills becomes for a bilingual person a crucial bridge between intellectual development and the outside world of books.

Nevertheless, academic achievement does not measure how a limited-English-speaking learner feels when he cannot talk with his parents and his teacher without becoming two separate people speaking two separate languages. Unsure of how to share his feelings with either, he still has the same needs to communicate as you and I, frequently complicated by lack of school recognition of the language he speaks at home.

Field-Testing Favorites

Third-Grade Lesson For "Naturaleza Y Sociedad"

By Mérida García

The purpose of this lesson is to allow the children to become familiar with primitive people and their methods as compared to today's. The children and I used the book Naturaleza y Sociedad (Madrid: S.M., 1972) and its fichas de actividades, and the Region One Bilingual Social Education Unit. The text costs $1.95; the fichas, $2.50.

It is very important that you have groups. You are able to give more individual help, and the children function beautifully. I don't try to keep one group with me too long because of the other groups. We rotate, and I get to work with all three groups. And too much time on one thing may become boring.

My children are in the third grade. I had 13 children involved in the lesson activity.

The actual lesson was done in Spanish. If the children answered or asked in English, it was acceptable. If there was a Spanish word that was unfamiliar, I helped them by explaining it or giving them the English word.

Glossary Would Help

A glossary in the back of the book would help the children a great deal. The children were able to remember a lot of things that they had read and done. They loved the pictures; they said they were very colorful. They loved the fichas also; I think that it was a challenge because without my asking them to work in them they themselves would ask me if they could work in them and take them home. As for the glossary part, I would be more than happy to let anyone know what words the children in this area aren't familiar with.

It is very important to have the children close to you when discussing something. It creates a better, relaxed atmosphere, and you get better results and more participation.

Actual Lesson

LECCION 8-LA CAZA Y LA PESCA

Introduction of Lesson-Sit the children involved in this lesson on their mats on the floor, close to you. Ask the following questions:

1. How many of you go hunting with your father?
2. How many of you go fishing with your father?
3. What does your father hunt with?
4. What do you hunt?
5. What do you fish?

Allow the children to talk and tell about hunting and fishing and get involved. After you feel that the group is familiar with weapons used and areas where they hunt and fish, ask the following question: What do you think people of long ago used to hunt and fish?

Prepare large sheets of papers to write on. Allow the children to express themselves orally while you are writing everything they say on the large sheets of paper.

Set up the Dukane in front of the children and show "Naturaleza del Medio Geográfico" (put out by Region One). After showing the filmstrip have a discussion. Add to the chart what the children say. From the discussion you should be able to observe if the children have noticed the particular things you wanted them to. If not, ask questions until you are sure they picked up the necessary information in order to continue.

Activity-Divide the group into two smaller groups. Give the two groups long strips of white butcher paper. The children may work on the floor or on their tables as they wish. Ask one group to draw the primitive men and the weapons they used to hunt and fish. Ask the other group to draw today's men and the weapons

The children loved the pictures and the "fichas."

they now use to hunt and fish.

When the children finish their drawings, allow them to help you put them up on the bulletin board or walls. Now look at the drawings and permit them to tell you about their drawing. You may write on the drawing what the child has said or let him do it himself if he wishes.

Get the children around you on the floor. Ask them to get their books and look through the book and see if they are able to find pictures of things we have been discussing. Allow time. When they find them, ask them about the pictures. You can ask these questions (p.41):

1. What are these men doing?
2. What do they have in their hands?
3. For what do they use those weapons?
4. How were they made?
5. What did they wear?
6. How did they make their clothes?
7. What did they hunt?

Ask responses to chart. It is very important that you write exactly what they say and how they say it.

Activity-Bring pieces of branches, string, and odd shapes of rocks. Say, "We are going to pretend to be primitive people. We need weapons to hunt and fish." Pass out pieces of branches, string, and odd pieces of rock to each child. Ask the children to do their own bow, arrow, or spear, and when they have finished, ask them to write a brief discussion in their own words of how they did their project. Attach the description to the project and display them where all the children are able to see them.

Activity-Make a vocabulary chart with these words on it:

cazar	pieles
palos	hachas
lanzas	piedras
pescar	grasa
primitivos	alumbrarse
carne	flechas
alimentarse	punta

Sit the children in front of the chart. Ask individuals to read words and tell a little about each word. Words may be added if children desire. Allow the children to draw a picture by the word best-suited to the word.

Sit the children in front of the Dukane and show "Naturaleza del Medio Geográfico" again. The reason for showing it again is that I've correlated "La Caza y la Pesca" with our social studies unit "Civilizaciones y Culturas." I've correlated this particular part of the unit with this lesson because they go hand-in-hand and the children wanted to see the film again. This time we use the filmstrip for a different purpose. The filmstrip has 10 frames. The children have pencil and paper with them. Show frame 1 and have the children write in Spanish whatever they see and think of the frame. The same thing is done for the remainder of the nine frames. After

One of Mérida García's third-graders at Lamar Elementary School in Edinburg, Texas, holds up his copy of "Naturaleza y Sociedad" so we can see how its cover looks.

they finish, each one reads what was written about each frame. Then they pin their papers on the bulletin board.

Now we go to our books (p.41). At this moment we are only concerned with the primitive hunters. Since the groups are small, the children will probably volunteer to read without being asked, the reason being that they are sure by now that they know the subject matter. We only read the first paragraph, "Los Cazadores Primitivos." After all the children read, they are sure of themselves. We are now ready for creative writing.

Activity, Creative Writing- The children are asked to write in their own words what we have learned so far. They are also given paper to draw a picture presenting their story. Their stories are put up on the walls.

The following chart is made with the numbers of fichas to be used. The following fichas are used.

7-3	11-2
8-1	12-1
8-2	28-1
11-1	12-2

In some way or other they pertain to the primitive men and their ways. The children are allowed to work alone, and then we go over them together, correcting what needs to be corrected.

The second paragraph on page 41, "En la Edad Media," we discuss together because my students can't relate to this type of hunting. Some remember seeing it in a movie. The children ask if they can read the paragraph, and this is allowed.

The next paragraph, "La Caza Menor Hoy," is very interesting. All the boys have gone hunting at one time or another. We take the picture and write about it on the big chart. The children mention quail hunting, dove hunting, and rabbit hunting.

Activity-Give the children magazines, and let them cut out pictures of men hunting and pictures of quails, rabbits, and doves. Give them paper to paste them on and a mark-a-lot to label their pictures.

The following paragraph, "La Caza Mayor," also proves interesting. The jabalí is a familiar animal here in the valley, so there is a lot added to the chart. Also, deer hunting is very popular here, so we substitute the deer in this paragraph. The students are unfamiliar with corzo and ciervo. The children also mention the fact that the meat is used to make tamales and chorizo.

The third-graders work in three groups while their teacher rotates around the room to assist them with their activities on the topic "La Caza y la Pesca."

Activity-Allow children to cut out pictures of the things that one needs to go hunting. Paste them in a big chart and label them.

Activity-Allow the children who have gone hunting to draw a picture of what they have seen or what they have done. (Hang up the pictures.)

Let's Read Now-Have the children get their books, and allow them to read any paragraph they choose. Because of the activities done, discussions, freedom to write, the children are able to read beautifully.

Activity, Fichas-

7-6	18-17
8-3	19-3
8-4	19-10
8-5	29-5
8-7	

The children work alone on the fichas, and then we get together to discuss or correct if needed.

Next comes the fishing part. The children relate to fishing very well since we live so close to the Rio Grande, Padre Island, and the canals.

Let them know how well they did.

Activity-Find pictures of things they can fish with. First we mention what we need to fish, and these are written on a chart:

barcos	redes
pescar	arpones
mar	anzuelos
caña	botas

The walls of MERIDA GARCIA's third-grade classroom at Lamar Elementary School in Edinburg, Texas, are papered with her pupils' creative work.

The children find pictures and paste them by the words. The words and pictures on the chart are then discussed. All the children are familiar with fishing, so ask the question, "How did people of long ago fish?" The children mention the activities from the beginning lesson. They remember the weapons they made.

The children are able to read beautifully.

Activity-Pair the children off and have each pair make a small fishing mural. The fishing murals consist of men fishing in the canal, men fishing from boats, men throwing nets from boats, men fishing from the piers, small and large boats, ships, and children fishing with sticks. Pictures are put up and discussed.

Activity, Fichas-

8-1	17-7
8-8	17-8
8-9	17-9
8-10	17-10
9-8	17-12
9-9	25-5
17-2	29-6
17-6	

The children pair off and work together with the fichas while you assist.

At the end of the lesson all the pictures are attached together and made into a big mural. The children also write, in their own words, a creative story on the entire lesson. Let the children read their stories to you. Let them know how well they did and how much they learned. It's very important to them.

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